

**FACTORS INFLUENCING EDUCATION PURCHASE
INTENTION: THE APPLICATION OF THEORY OF
PLANNED BEHAVIOR (TPB) ON CHOOSING NATURE
SCHOOL**



Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor Degree
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Written by:

MUTIARA CAHYANINGRUM

B 10A 143 007

**MANAGEMENT INTERNATIONAL PROGRAM
ECONOMICS AND BUSINESS FACULTY
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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Hereby the supervisor of management international program has read and testified the final research entitled:

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Witten by
MUTIARA CAHYANINGRUM
B10A143007

The final research has been accepted and approved.

Thesis supervisor,



Soepatini, SE, MSi, Ph.D.

NIK.711

HALAMAN PENGESAHAN

FACTORS INFLUENCING EDUCATION PURCHASE INTENTION: THE
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NATURE SCHOOL

OLEH
MUTIARA CAHYANINGRUM
B10A143007

Telah dipertahankan di depan Dewan Penguji
Fakultas Ekonomi dan Bisnis
Universitas Muhammadiyah Surakarta
Pada hari Rabu, 16 Agustus 2017 dan dinyatakan telah memenuhi syarat

Dewan Penguji:

1. Soepatini, SE, MSi, Ph.D.
(Ketua dewan Penguji)
2. Kussudyarsana, SE, MSi.
(Anggota I Dewan Penguji)
3. Dr. Imronudin, SE, MSi.
(Anggota II Dewan Penguji)

(.....)

(.....)



Dekan,

Dr. Syamsudin, M.M

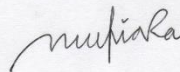
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B 10A 143 007

FACTORS INFLUENCING EDUCATION PURCHASE INTENTION: THE APPLICATION OF THEORY OF PLANNED BEHAVIOR (TPB) ON CHOOSING NATURE SCHOOL

Abstract

This study is applying the Theory of Planned Behavior as a theoretical framework with aim of choosing nature school in Solo and Sukoharjo, Indonesia. Data are collected through questionnaire. The sample size of this research is 40 respondents, establishing validity through pearson-product moment. Non-probability convenience sampling is used for taking the sample. This study uses multiple regression analysis to identify the factors choosing nature school intention. The multiple regression analysis results indicate that all factors have positive and significant influence on choosing nature school intention. The results of the research showed: 1) There is no a significant and positive impact between attitude and intention to choosing nature school.; 2) There is no a significant and positive impact between subjective norm and intention to choosing nature school; 3) There is a significant and positive impact between perceived behavioral control and intention to choosing nature school. This is evidenced by F value of 10,638 with the significant value of 0,000.

Keywords: Attitude, Subjective Norm, Perceived Behavioral Control, Nature School, Intention, Consumer Behavior

Abstrak

Penelitian ini menerapkan *Theory of Planned Behavior* sebagai kerangka teoritis dengan tujuan memilih *nature school* di Solo dan Sukoharjo, Indonesia. Data dikumpulkan melalui kuesioner. Ukuran sampel penelitian ini adalah 40 responden, menetapkan validitas melalui *person-product moment*. *Non-probability convenience sampling* digunakan untuk mengambil sampel. Penelitian ini menggunakan analisis regresi berganda untuk mengidentifikasi faktor-faktor *intention* dalam memilih *nature school*. Hasil analisis regresi berganda menunjukkan bahwa semua faktor memiliki pengaruh positif dan signifikan *intention* dalam memilih *nature school*. Hasil penelitian menunjukkan: 1) Tidak ada dampak yang signifikan dan positif antara *attitude* dan *intention* untuk memilih *nature school*.; 2) Tidak ada dampak yang signifikan dan positif antara *subjective norm* dan *intention* untuk memilih *nature school*; 3) Ada pengaruh yang signifikan dan positif antara *perceived behavioral control* dan *intention* untuk memilih *nature school*. Ini dibuktikan dengan nilai F 10.638 dengan nilai signifikan 0,000.

Kata Kunci: *Attitude, Subjective Norm, Perceived Behavioral Control, Nature School, Intention.*

1. Introduction

Nature schools are schools which concept is related to the environment (Thonthowi, 1999). The first school with nature principle was built in 1950 in Denmark and Sweden and then followed by Scandinavia, Europe, China, Australia, New Zealand, the United States and now Canada (Andrachuk et al., 2004), then followed by Indonesia.

Intention is more durable than behavior (Ajzen, 1985) and is less prone to be influenced by volitional control (Sejwaz, Ajzen, & Fishbein, 1980). From Ajzen (1985) argued that obstacles in executing a behavior may alter the plan, but may not alter one's attitude, others' perception, and his/her intention. To comprehend intention, understanding attitude and Subjective Norms is needed. In predicting the intention, it is necessary to understand the Attitude, Subjective Norms, and Perceived Behavioral Control as explained by Theory of Planned Behavior. However, this study will only examine intention because intention have more power in predicting the actual behavior. In a number of research, behavior is more influenced by Volitional Control than intention is (Sejwacz, Ajzen, & Fishbein, 1980).

The purpose of this study are to analyze the factors influencing purchase intention by applying the Theory of Planned Behavior (TPB) in nature school. The results of this research are expected to provide the following benefits, that are to contribute deepening information about the relationship of the factors in Theory of Planned Behavior (TPB) and purchase intention on Nature School, can be a reference for marketing management, to be used comprehend the relationship of the factors in Theory of Planned Behavior (TPB) and purchase intention on Nature School, and as consideration in determining policies also may provide knowledge about the factors influencing purchase intention on Nature School by applying Theory of Planned Behavior (TPB).

1.1 Consumer Behavior

Consumer behavior requires a marketing strategy to understand what consumers want to. Marketing is a social and managerial process in which individuals and groups get what they need and want through the

creation, supply, and exchange of products and values with others (Kotler., Et al, 2008, Kotler., Et al, 2009, Abdullah & Tantri, 2012). To implement marketing concepts the organization must understand its customers and be close to them to provide products and services that they will buy and use (Peter & Olson, 2010).

Consumer behavior is influenced by four main factors: culture (culture, subculture and social class), social (reference group, family and role and status), personal (age and stage of life cycle, occupation, economic condition, and others), And psychological (perceptions, attitudes, beliefs, and others). It can be a clue about reaching and serving buyers more efficiently (Abdullah & Tantri, 2012). The model is given by the Theory of Reasoned Action from Fishben.

As expressed by (Peter & Olson, 2010) the Theory of Reasoned Action predicts a consumers' purchase behavior which is an indicator problematic to measure consumers' intention to buy before they make a purchase.

1.2 Theory of Planned Behavior

Theory of Planned Behavior (TPB) extends Theory of Reasoned Action (TRA) to measure the condition of individuals which do not have full control over their behavior (Lin, 2007). Cameron, Ginsburg, Westhoff, & Mendez (2012) explain that Planned Behavior Theory (TPB) is used to predict a behavioral arrangement. Planned Behavior Theory (TPB) is added to overcome the deficiencies that Ajzen and Fishbein have identified through their research using TRA (Achmat, 2010). This model was extended to develop the variables and the resulting model called the theory of planned behavior (Southey, 2011).

The *Theory of Planned Behavior* (Ajzen, 1988, 1991) has become one of the theories that greatly affects human research, the theory uses attitudes, subjective norms, and felt by perceived behavioral control to predict “intention” with high accuracy relativity.

Attitude

Attitude is how far people evaluate the benefits of a behavior including deciding if behavior is considered is good or bad and the want to do the behavior (Ajzen, 1991; Leonardo et al., 2004).

Subjective Norms

According to Ajzen (2005) through (Rois, 2015) subjective norms are individual's perception about social pressure to do or not to do each behavior that affects the group. The groups that influence one's behavior are family, spouse, best friends, or colleagues.

Perceived Behavioral Control

According to Ajzen (2005) through (Rois, 2015) perceived behavioral control as a belief is based on a function called control beliefs. Individual belief with the presence or absence of supporting factors or individual barriers raises a behavior.

Intention

Intention is defined as the desire to perform behavior. The nature of intent is not always static. Intentions may change over time (Jogiyanto, 2007; Ajzen, 1991).

In general, the better the attitude and the subjective norm are with respect to behavior, and the greater the perceived behavioral control is, the greater the intention of a person to display a behavior is. Thus, the stronger the intention of a person to perform certain behaviors or achieve the goals of a behavior, the more successful the person is (Beck and Ajzen, 1991).

Nature School

As we know forest school is an outdoor educational initiative introduced in the UK which encourages children to study in the outdoor environment through inspirational processes aimed at achieving and developing self-confidence through hands by learning in a forest environment (Andrachuk et al., 2004; Attwood, 2010; Brien & Murray, 2007; Close, 2012; Davis & Waite, 2005; Forest et al., 2012; Forestry

Commission Scotland, 2009; Government, 2009; Maynard, 2007; Michek, Nováková, & Menclová, 2015). The basis of the concept of nature school based education is the Qur'an and Hadith which state that the essence of human creation is to be khalîfah Allâh fî al-ardh (Thonthowi, 1999), meaning that humans must interact well with the universe to become the Caliph on earth. As stated in the Qur'an Surah al-Baqarah verse 30, that: *And (mentioned) when your Lord said to the angels, "Indeed, I will make upon the earth a successive authority." They said, "Will You place upon it one who causes corruption therein and sheds blood, while we declare your praise and sanctify You? Allah said, "Indeed, I know that which you do not know."* Therefore, it is important for humans to undergo education in conjunction with nature according to the word of God through the Qur'an.

According to the Theory of Planned Behavior (TPB), attitudes toward behavior are called positive or negative feelings an individual has on a particular behavior (Ajzen dan Fishbein, 1980). Attitudes toward behavior is a function of a prominent belief of a person about behaviors and evaluations of behavior (Chang, 1998). The previous study by Aditami (2016) founded that attitude has significant and positive impact towards purchase intention on halal bakery product consumption. Moreover, Conner and Dyck's (1993) found that attitude was better than perceived behavioral control of intention. This means that attitude is an important factor in influencing consumer intention because those with high positive attitudes appeared to have greater intention to purchase a product. In this study, attitude is defined as the attitude to choose a nature school. Therefore, the hypothesis specified states that:

H.₁ There is an influence of attitude on intention on choosing nature school.

Subjective norms (SN) refers to an individual's social pressures on the individual whether to be capable to resolve behavior or not. It is a

belief that becomes a prominent reference to conduct a behavior or not (Chang, 1998). A number of studies reveal that the influential factors are social pressures, such as colleagues, parents, teachers and relatives, the choice of influence of enrollment (Ray, 1991; Koballa, 1998). However, a number of researchers (Sparks et al., 1995) have found that the Subjective Norm component of TPB is inadequate and rarely predicts intent. In connection with the intention of registering, some researchers (Dawson dan O'Connor, 1991; Crawley dan Black, 1992; Butler, 1999) also found that the Subjective Norm is less important in determining the choice of registering of attitudes toward the registration.

Nevertheless, some studies suggest a significant relationship between subjective norms and intention. Among those studies were conducted by Harding, et al (2007), Stone, et al (2010), Handayani (2013), Kassem, et al (2000) who examined the factors that influence soft drink consumption in adolescent girls also found a significant relationship between subjective norms with intention to choose schools.

In social life we can not escape from the opinions of others. Support from the people around will greatly affect a person's existence. The subjective norms felt by parents and the surrounding environment will affect parents' intention to choose a nature school for their children's future. Therefore, their selection behavior may be strongly influenced by the perception of the minds of others. Hence, the hypothesis states that:

H₂ There is an influence of subjective norm on intention on choosing nature school.

Perceived Behavioral Control (PBC) refers to the perception of ease or difficulty in performing a behavior. Since the introduction of TRA, many researchers have questioned the theory. The researchers suggest that in addition to controlling individual behavior, there are other factors that also affect human behavior, such as facilitating factors

(Triandis, 1977), context of opportunity (Sarver, 1983), resources (Liska, 1984), or behavioral control (Kuhl, 1985). For rising capacity of prediction, Ajzen (1985, 1991) extended the Theory of Reasoned Action by adding a third construct, that is Perceived Behavior Control. For parents, their decision to choose a nature school is also influenced by Perceived Behavioral Control, such as how easily they can make decisions about the choice of type of school. These factors will also affect their decision-making and their intention of registering. Hence, the hypothesis states that:

H₃ There is an influence of perceived behavioral control on intention on choosing nature school.

The relative importance of attitudes, subjective norms, and perceived behavioral control in predicting intentions is expected to vary across behaviors and situations. Thus, in some applications it may be found that only attitudes have a significant impact on intent, while in other applications it may be found that attitudes and perceived behavioral control are sufficient to account for intent and that the three predictors make independent contributions (Ajzen, 1991). A number of researchers have begun to rely on the theory of planned behavior in their attempts to predict and understand the intentions of people to engage in various activities. Several studies have been mentioned earlier in the context of predicting the behavior of intentions and perceptions of control. Hence the hypothesis states that:

H₄ Attitude, subjective norm, perceived behavioral control are able to meaningfully explain the intention to choose nature school.

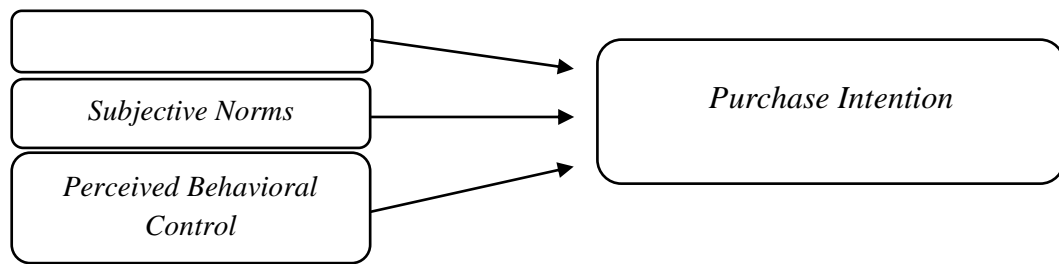


Figure 1

Theoretical Framework of Attitudes, Subjective Norms, and Perceived Behavioral Control with Purchase Intention Variable

Attitudes

2. Method

This research used quantitative method in processing the data. According to Zikmund and Babin (2009: 94). This research was designed as causal research. Causal research as mentioned by (Ferdian, 2008; Zikmund, Babin, Editorial, Calhoun, & Fuller-jacobsen, 2009). This research was conducted in May 2017, Solo, Indonesia. The population in this research were all of parents whose children are going to primary school (SD) this year and who live in Solo. This research had 40 respondents as the sample. According to Roscoe within Sekaran (2003: 295), in multivariate (include double regression), the size of the samples is 10 times the total number of research variables (Sekaran, 2013).

Data source used in this research were primary data specifically collected by the researcher to answer the researcher's questions through survey method or observation method. This study uses questionnaires with Likert scale. Therefore, the questions in the questionnaire were made on a Likert scale 1-5 as a representative of the responders' opinion.

3. Finding and Discussion

The researcher gave the questionnaires to those who know about the nature school and have children in Kindergarten who will go to Primary School in the academic year 2017/2018 in Solo with collected by the investigator was 40 questionnaires.

a. Analysis of respondents' index of response Attitude (X1)

From the analyze of Attitude, it can learn that most of respondents show interest on choosing nature school for their children. All the question from 1 to 3 have

almost same mean for 4, 3.78, and 3.53. It means the respondents think that choosing nature school for their children is a good idea.

b. Analysis of respondents' index of response Subjective Norms (X2)

From the analyze of subjective norm. Most of respondents are neutral and agree with the statement in the questionnaire. It means that most respondents' surrounding have average view on whether or not choosing natural school.

c. Analysis of respondents' index of response Perceived Behavioral Control (X3)

From the analyze of perceived behavioral control. The respondent responses are good because the result show that the answer mostly neutral and agree, it means the respondents' think that they have not enough the capability and control in making purchase (take action to choose nature school for their children). However, despite the overall described above, a respondent provided a unique respond. He/she, although checking agree on the perceived behavioral control section, wrote further note on the questionnaire that he/she thinks that nature school's tuition fee is too expensive.

d. Analysis of respondents' index of response Purchase Intention (Y)

From the analyze of purchase intention. The respondent responses are not enough good because the result show that the answer mostly neutral and disagree, it means the respondent think that they have not the intention in making decision and take action to the real behavior on choosing nature school for their children.

3.1 Validity and Reliability

Table I

Table 3.1 Result Validity and Reliability

No	Statement	Sig.	Status	Coefficient Alpha	Criteria (Azwar, 1987)	Decision
Attitude						
1	I have a positive idea about Nature School.	0.000	Valid	0.808	0.5	Reliable
2	Choosing Nature School for my child is a good idea	0.000	Valid			
3	In my opinion choosing Nature School is a good idea for the future of my child	0.000	Valid			
Subjective Norm						
1	My wife/husband support me to choose Nature School for my child	0.000	Valid	0.897	0.5	Reliable
2	My parents support me to choose Nature School for my child	0.000	Valid			
3	My friends support me to choose Nature School for my child	0.000	Valid			
4	My neighbors support me to choose Nature School for my child	0.000	Valid			
Perceived Behavioral Control						

1	I believe that I have the financial ability for my child to choose Nature School	0.000	Valid	0.913	0.5	Reliable
2	If it were entirely up to me, I am confident that I will choose Nature School for my child	0.000	Valid			
3	I see myself as capable of choosing Nature School.	0.000	Valid			
4	I have financial resources to choosing Nature School for my child	0.000	Valid			
5	In my opinion, my child have a physical ability and enough creativity to follow the learning in Nature School	0.000	Valid			
<i>Intention</i>						
1	I'm considering to choose Nature School in the academic year 2017/2018 for my child	0.000	Valid	0,933	0.5	Reliable
2	If I'm going to choose the kind school for my child, very feasibly I will choose Nature School	0.000	Valid			
3	It is very likely that I choose Nature School for my child in the next year.	0.000	Valid			

Based on the table, the correlation measured with Pearson-product moment method with significant level of 5% and N or the total survey respondent is 40. It can be declared as valid, so that means that all question in each variables is valid or all the question can be used as the measurement in this study. Mechanical testing is a technique using Cronbach's alpha where the Cronbach's alpha value of $> 0,50$ which means the entire instrument of variable was reliable (Azwar, 1987). Based on in the table above, it is known that reliability testing in each of the studied variables have Cronbach's alpha value of $> 0,60$ which means the entire instrument of variable was reliable.

3.2 Hypothesis Test

Table II
Hypothesis Test

Variable Independent	Model I	
	Intention	
Constant	t	Sig.
Attitude	0.353	0.726
Subjective Norms	1.524	0.136
Perceived Behavioral Control	2.996	0.005
F Test	10.638	
Significant F	.000 ^b	
R Square	0.47	
Adjusted R Square	0.426	

*Sig.0.05

So, from path analysis above it can be concluded that:

Table II shows the coefficient of attitude variable is 0,353 with the probability value sig = 0.726 and $\alpha = 0, 05$. It means the probability value sig = 0,726 is higher than $\alpha = 0, 05$. Or $0,726 > 0, 05$. It can be concluded that there is no significant influence of attitude on intention on choosing nature school. In addition, the coefficient of subjective norms variable is 1.524 with the probability value sig = 0,136 and $\alpha = 0, 05$. It means the probability value sig = 0,136 is more than $\alpha = 0, 05$. Or $0,136 > 0, 05$. It can be concluded that there is no significant influence of

subjective norms on intention on choosing nature school. Besides that, the coefficient of perceived behavioral control variable is 2.996 with the probability value $\text{sig} = 0,005$ and $\alpha = 0, 05$. It means the probability value $\text{sig} = 0,005$ is more than $\alpha = 0, 05$. Or $0,005 < 0, 05$. It can be concluded that there is significant influence of perceived behavioral control on intention on choosing nature school.

3.4 Discussion

From the first test results, it is concluded that the hypothesis is not proven. From the calculation of SPSS, the value of sig attitude is at the number 0.726 or above 0.05. In other words, there is no significant influence of attitude on intention on choosing nature school. According to Widi and Bambang (2010), attitude toward tax compliance and perceived behavioral control influenced the intention of tax compliance. That means, this study contradicts previous research. Nevertheless, there are several findings and opinions that can explain the results of this study, among which are the findings of Liriswati's research in Jayanti (2014) which concluded that there is no positive influence of attitudes toward consumer interest to buy a product. In the same study, it was also found that perceptions of school goals may influence the outcome. Reinforced by the opinion of a non-school-right kindergarten parent who already has a consistent perception of the high cost of education on nature school. Although, theoretically this research is inconsistent with theory by Schiffman and Kanuk (2004) that consumer attitudes are influential factors in consumer decisions because of the concept of attitudes related to the concepts of belief and behavior. Different costs of education and consumer perceptions with natural schools in this case parents who have children sitting in a kindergarten bench in Solo is the cause. Based on construct Ajzen (1991), control can distract respondent attitude that is parents. The annoying thing is financial from the parents as found based on the respondent's description. Furthermore, according to Sparks, Hedderley, Shepperd (1992) state that predictive power of attitude can be affected by the strength. So, in this case may be that attitude does not affect the intention on choosing a natural school.

From the second test results, it is concluded that the hypothesis is not proven. From the calculation of SPSS, the sig subjective norm is in the number of 0.136 or above

0.05. In other words, there is no significant influence of subjective norms on intention on choosing nature school. This result contradicts some previous research that state that a product simultaneously affected the variable (attitude, subjective norm and perceived behavioral control) toward purchase intention on product consumption in Solo and Sukoharjo area. Nevertheless, there are some findings and opinions that may explain the results of this study, such as the finding of Ali, Endang, and Adib (2015) which state that subjective norms have no positive and significant effect on intent. This is caused by the lack of normative beliefs and lack of motivation to follow the opinions of others who determine subjective norms. Judging from the average respondents' answers are low in getting support from the surrounding environment, the weakness of other people's motivation in providing support causes people to hesitate to choose a nature school for their children. It is reinforced by Kotler and Armstrong (2001) and Rois (2015) that say that subjective norms are influenced by a group, such groups as family, spouse, close friends, or co-workers, whereas subjective norms are individual perceptions of social pressure to perform or not to engage on intention that is affected by the group. Groups consisting of social classes have sections of a relatively permanent and well-organized society whose members share common values, interests, and behaviors. These social classes play an important role in the realization of subjective norms because of the reference groups, families, and the roles and statuses in which it makes parents have influential actions to choose or not in the nature school. According to Kotler (2006) there are ten deadly marketing sins, including an inadequate market focus that lacks the ability to identify market segments; Lack of better consumer research such as surveys, in-depth interviews, observations, and so on; Companies or nature schools do not maximize the existing technology. Because of this, there is a lack of confidence from the people around who have hope and provide motivation to send their children to nature school (Amri, 2013). Furthermore, Trafimow & Finlay (1996) state that predictive power of subjective norm can be affected by individual differences in sociability. Thus, in this case perhaps subjective norm does not affect the intention on choosing a nature school.

From the third test results, it is concluded that the hypothesis is proven. From SPSS calculation result, sig perceived behavioral control value is at 0.005 or under 0.05. In other words, there is a significant influence of perceived behavioral control on intention on choosing nature school. This result is in line with Aditami's (2016) research which states that the Theory of Planned Behavior simultaneously affected the variable (attitude, subjective norm and perceived behavioral control) towards purchase intention on halal bakery product consumption in Solo and Sukoharjo area. The F test results state that the sig value of this model is at 0.000 or significant at the 5% significance level. In other words, attitude, subjective norm, perceived behavioral control are able to meaningfully explain the intention to choose nature school. Thus, in some applications it may be found that only attitudes have a significant impact on intent, while attitudes and perceived behavioral control are sufficient to account for intent. In other research it may be also found that the three predictors make independent contributions (Ajzen, 1991). As stated by according to Gupta in Huda (2015), the goodness of fit is found in this model.

4. Conclusion

Conclusions are drawn based on the results of the data analysis and will answer the problems that have been formulated according to the research objectives.

From the research results, it can be concluded that there is no influence of attitude on the intention on choosing nature school because consumer attitude is a factor that affects consumer decision. This means that the concept of attitude related to the concept of belief and behavior on choosing nature school for the respondents' children is low. Based on the respondents analysis description, the scale of the answer for attitude variable. Shows that more respondents agree to send their children to a nature school. It may be influence parents' intention on choosing nature school.

This research results show that there is no influence of subjective norm on intention on choosing nature school due to lack of normative beliefs and lack of motivation to not follow the opinions of others. This means that there is no belief from people surrounding who have hope and provide motivation to send their

children to attend nature school. Based on the respondents analysis description the subjective norm variable scale answer shows that more respondents do not agree to send their children to a nature school. It influence parents' intention on choosing nature school because of the surrounding people such as parents, family, or neighbours who have low support.

This research results shows that there is an influence of perceived behavioral control on intention on choosing nature school. This means that the higher the influence of control behavior toward the intention on choosing a nature school for their children, the higher the intention of parents to send their children to the nature school. This means that the Perceived Behavioral Controls have a positive and significant impact on the intention on choosing a nature school for their children. Attitude, subjective norm, and perceived behavioral control are able to explain the intention to choose nature school.

Suggestions For Future Research, it is expected that the variables outside these three variables are involved to obtain a more comprehensive picture of intention and can be a reference for nature school in deciding its education programs in the community. It is advisable to take research subjects (objects) other than nature school to expand and increase the variety of knowledge in terms of intention. Because the dependent variable can still vary, it is desirable that further research related to the title of this thesis should adding or reduce other variables that are expected to contribute significant influence, other related parties. It is possible that the intention is not appropriate or significant if it is examined using the theory of planned behavior.

For Nature School, nature schools should convince parents that their children will be able to follow the learning in the Nature School. Therefore the nature school should conduct an initial offer and accommodate complaints from parents. Nature school should clarify the message that parents want to convey because attitude, subjective norm, perceived behavioral control are formed positively with intention. Therefore, the nature schools become more aware of the parents' anxiety to send their children to a nature school.

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